

Transcript – Interpreting the Administrator Report

It's important to remember that according to Texas Education Code §28.007(b), the results of the ESTAR and MSTAR Diagnostic Assessments cannot be used for the purposes of appraisals or incentives. In other words, student results cannot be used to make determinations about teacher performance.

Remember, the purpose of the diagnostic assessments is to help identify why students are struggling and to diagnose students' current levels of understanding and persistent misconceptions in algebra-readiness content. They should be administered to at-risk students in Tier 2 or Tier 3 to help interventionists and teachers design supplemental instruction.

The Student and Group Misconception Report provides a summary of the students' gaps in understanding at each sublevel. Administrators can use this information to support teachers and allocate resources.

Administrators are provided with the same level of information that teachers have. They can view detailed information about individual student diagnostic performance results including misconceptions and errors. However, administrators are also able to see additional data across their school and classrooms.

The next two videos will provide more information on how to generate the administrator report as well as how to interpret the data it provides.

Transcript – Generating the Administrator Report

The school administrator diagnostic report allows administrators to view individual student misconceptions and compare them across a classroom or multiple classrooms. This information can be used to distribute resources, plan professional development, and help teachers plan supplemental instruction.

After logging into the ESTAR and MSTAR system, click the plus symbol next to "Using Diagnostic Assessment" to access the drop down menu. Then, click the plus symbol next to "Diagnostic Assessment Reports." Finally, select "School Administrator Report."

At this point, you will select the season that you would like to view and your campus. Now that you've made your selections, click "View Report."

A table with two columns is now displayed. The first column contains all of the assessments that teachers have assigned to students in your school. The second section displays the number of students, by grade level, who have completed that assessment out of the total number who were assigned to take

it. In this example, you can see that nine sixth grade students have been assigned to LP_RN.B or “Representations of Positive Rational Numbers,” but only six of those students have completed the assessment.

Click on “6 of 9,” and you will see a list of the sublevel topics that you selected on the previous page. The first column provides the sublevel identification code followed by the sublevel description. To see a description of each sublevel, click on the sublevel identification code.

In the remaining columns, you will see the name of the teacher, the number of students who were proficient in this sublevel, and the total number assessed.

In this example, 1 out of 3 of Ms. Buzardgruss’s students was proficient in “Magnitude as Distance.”

Let’s take a closer look at these results. Click the report icon next to Ms. Buzardgruss’s name.

The report format that is displayed is the same version teachers have for their classrooms. You can see there are column headers titled “Student” and “Classroom” followed by sublevel numbers and titles. The report gives you the ability to sort by any of these columns. You can also click on each of the sublevel headers to view a summary of the content included in each sublevel.

The row directly under the headers displays the number of students whose assessment results indicated they were proficient in that sublevel.

Each student will have circles corresponding with each sublevel. Notice the key here. More details about each individual student can be obtained by selecting the circular icons next to each student’s name. This will provide you with information on student misconceptions and errors based on their specific responses on the diagnostic assessment. Misconception statements are preceded by the letter “M” and Error statements by the letter “E.” In some cases, you’ll notice neither letter precedes a statement. In this instance, the statement indicates the student’s understanding of a concept based on his or her responses.

There are a few key things to keep in mind as you review this report. You should note that misconceptions or errors not listed in the sublevel may be the result of two situations: (1) The student did not select a response associated with a misconception at that sublevel. (2) Items for that level were not presented to the student based on the number of incorrect responses the student selected in the preceding sublevels.

You should also note that no misconception or error statements are associated with the last sublevel of each level. In this case, the misconceptions are identified in previous sublevels. This is true for all assessments except for LP_VE.B.

For more ideas on what teachers can do with this data, view the video “What Do I Do with My Data.”

In accordance with Section 28.007, Subsection (b) of the Texas Education Code, the results of assessment instruments developed under Subsection (a) may not be used for purposes of appraisals and incentives under Chapter 21 or accountability under Chapter 39.

Transcript – Student and Group Misconception Report

The Student and Group Misconception Report allows teachers and administrators to view individual student misconceptions and compare them across a classroom or multiple classrooms. This information can be used to plan supplemental instruction.

Let's review the steps to generate this report. After logging into the ESTAR and MSTAR system, click the plus symbol next to "Using Diagnostic Assessment" to gain access to the drop down menu. Then click the plus symbol next to "Diagnostic Assessment Reports." Finally, select "Student and Group Misconception Report."

At this point, select the season and the assessment you would like to view. You may also select the classroom you would like to view, or you can view all classrooms on the same report. Now that you've made your selections, click "Apply Filter." Your report is now visible on the screen. However, you also have the option of a larger view by selecting "View in a New Window." Here you have the same information, but this view presents the data in a larger, separate window. You can also view the information in this report in Excel by selecting "Download Report." You'll notice the Excel version provides the same information as the online report.

Now, let's take a closer look at the report itself. You can see there are column headers titled "Student" and "Classroom." These headers are followed by sublevel numbers and titles. The report gives you the ability to sort by any of these columns. You can also click on each of the sublevel headers to view a summary of the content included in each sublevel.

The row directly under the column headers displays the number of students whose assessment results indicated they were proficient in that sublevel.

Each student will have circles corresponding to each sublevel. Notice the key here. More details about each individual student can be obtained by selecting the circular icons next to each student's name. This will provide you with student misconceptions and errors based on their specific responses on the diagnostic assessment. Misconception statements are preceded by the letter "M" and error statements by the letter "E." In some cases you'll notice neither letter precedes a statement. In this instance, the statement indicates the student has a clear understanding of a concept based on the given responses.

There are a few key things to keep in mind as you review this report. You should note that misconceptions or errors not listed in the Sublevel may be the result of one of two situations: (1) The

student did not select a response associated with a misconception at that Sublevel. (2) Items for that Sublevel were not presented to the student based on the number of incorrect responses the student selected in the preceding Sublevels.

You should also note that no misconception or error statements are associated with the last sublevel of each level. In this case, the misconceptions are identified in previous sublevels. This is true for all assessments except for LP_VE.B.

For more ideas on what to do with this data, view the video “What Do I Do With my Data?”

Transcript – Interpreting the Administrator Report (continued)

Let’s look at an example. In the report pictured here, we can see that the administrator at Vyne Middle School has access to the data for two grade 8 teachers in her building: Teacher 10 and Teacher 11. This report allows the administrator to see the number of students in each classroom who demonstrated proficiency in each sub-level of the learning progression. For example, for sub-level 1.1, Number Line Structure, we can see that 2 out of 2 students, or 100% of students, in Teacher10’s class met the proficiency criteria for the sub-level compared to 2 out of 3 students in Teacher 11’s class. The last column in the report provides an overall summary for each sub-level, in this case showing that 4 out of 5 students, or 80% of students, demonstrated proficiency with Sub-level 1.1.

Consider the other data in the report and what the implications may be for Sub-levels with low levels of student success (e.g., 1.3, 1.4, 2.4).

Here is another example. Remember, this chart shows the number of students who were proficient out of the number of students who took the assessment. For example, for sublevel 1.2, Teacher 10 had one student proficient out of the two that took the assessment. What decisions could you make based on this data?

As an administrator, you can determine which sublevels students are struggling most with overall. A mathematics facilitator or coach can provide teachers with instructional strategies to target these skill gaps and remediate student understanding. If a teacher has many struggling students, then you know additional support is needed. For example, an intervention instructor can be brought in to work with individuals or small groups of students. Administrators can also support teachers by grouping students or devising schedules that provide instructional time for working with students who need additional instructional support.